**English 126 - Reading Skills for College**

**Spring 2010 Syllabus**

**Reedley College**

**Instructor:** Jeff Ragan

**Class Schedule:** (# 54841) TTh 10-11:50 AM FEM 12 LC see below\*

 (#54751) W 10-11:50 AM LFS B

 F 10-11:50 AM PHY 75

 (#54011) M-Th 12-12:50 PM PHY 75

**Credits:** 4

**Office:**  FRM 8 Hours: T W TH 8:30-9:30 AM

**Voice Mail:** (559)638-3641 Ext. 3212

**E-mail:** jeff.ragan@reedleycollege.edu

**Important Dates:** January 11 Classes begin

 January 18 MLK, Jr. holiday (no classes)

January 29 Last day to add/drop with no “W”

 February 12-15 Lincoln/Washington holidays (no classes)

February 16 Last day to change to/from Pass/No-Pass

March 12 9-week drop deadline

 Mar. 29-Apr. 2 Easter Break (no classes)

May 17-21 Final exams week

May 21 End of spring semester

***\*ATHLETICS AND READING: THEY GO TOGETHER PART 2***

**PE 22 INTRO TO PHYSICAL EDUCATION (2 Units)**

55054 MW 11-11:50 AM SOC 30 R. LOPEZ

**ENGL 105 GRAMMAR AND PUNCTUATION (2 Units)**

53530 TTh 1-1:50 PM CCI 201 C. KARLE

**ENGL 126 READING SKILLS FOR COLLEGE (4 Units)**

54841 TTh 10-11:50 AM FEM 12 J. RAGAN

Linked classes help enrich your education. By being part of a learning community, you will create relationships with fellow students and faculty that will enhance your college experience.

Learning communities are two or more classes linked together through a common theme or purpose. Students enroll in the community and faculty build connections between the courses.



**COURSE OUTLINE AND POLICIES**

**GOAL**

All of the assignments and tasks of this course have been designed to help you develop the specific reading skills and abilities that will enable you to deal with college-level reading material more effectively, efficiently, and independently.

**MATERIALS**

A. Basic Text Henry. *The Master Reader, Alternate Readings Edition, 2/e*.

New York: Longman, 2010. **(Required**)

B. Dictionary Any good, comprehensive modern English dictionary,

such as *Webster’s New World Dictionary*.

C. Other Three-ring loose-leaf notebook with dividers and paper,

and test materials as announced.

**CONTENT**

1. Vocabulary
	1. Context
	2. Morphology

1. Comprehension
	1. Literal
		1. Subject
		2. Main Idea
		3. Details
		4. Patterns of organization
	2. Analytical and critical
		1. Fact and opinion
		2. Intent
		3. Attitude, tone, and bias
		4. Inferences
		5. Modes of discourse

 C. Reading and study skills (integrated into each unit)

 D. Fiction Book Reports (2)

**GRADING AND CREDIT**

English 126 is a four-unit course required for graduation. The class is offered on a graded basis with a credit/no credit option. The grades earned on all class work will be combined in a total points system to determine the final course grade. A percentage point system will be used so that each student may stayapprised of his/her progress in fulfilling the course requirements.

The following grading scale will be used to convert the final point totals of all students’ points to letter grades upon completion of the course. This grading scale will also be used to convert total point scores on tests, book reports, and homework assignments to letter grades:

90%-100%=A

80%-89%=B

70%-79%=C

60%-69%=D

0%-59%=F

It is every student’s responsibility to collect all graded, returned work and maintain an accurate account of all grades on the “Student Grade Record” page of the required notebook. If you are absent from class when any graded work is returned, you must go to the instructor’s office to collect it. The total points system will include grades on all work in the following areas. Each of the four areas will constitute 25% of the final course grade.

1. Unit tests and quizzes

Each will be administered throughout the semester.

1. Book reports

Two are required of all students. To preserve the integrity of the book report assignments by assisting in the detection of plagiarism, students are required to submit these two assignments electronically as well as on paper. Much more detailed information about the book reports will be provided later. Students who avoid, intentionally or incidentally, the instructor’s regular checks of progress on these assignments may expect that their final papers will not be accepted.

1. Daily work

This includes four types of assignments: book report progress deadlines, notebook checks, homework, and class preparation and participation. Approximately eighteen of the homework assignments will be collected for a grade. Missing two or more of the homework assignments will lower your grade.

1. Final examination

The final examination will be cumulative. All students must take the final examination to receive credit in the course. Final examinations will be administered only according to the “Fall 2009 Final Exam Schedule,” found on page 135 of the *Spring 2010 Reedley College Class Schedule*. The time and date of final examinations will not be changed to accommodate holiday or travel arrangements or employment schedules. Following are the scheduled dates and times of examinations of this instructor’s sections of English 126 this semester:

Section (# 54571): (M) May 17, 2010, 10-11:50 AM LFS B

Section (# 54011): (M) May 17, 2010, 12-1:50 PM PHY 75

Section (# 54841): (T) May 18, 2010, 10-11:50 AM FEM 12

**ENROLLMENT AND ATTENDANCE**

Each student is responsible for his/her own enrollment status in this course.

Regular attendance is required for this class, and each student is responsible for his own attendance and his own work. *Regular* means that you attend every class, prepare homework before class (not during), read and study assigned work before class, and be prepared to participate by asking questions about that which you don’t understand and by answering questions asked of you by the instructor.

Absences from class make progress in reading improvement very difficult. It is always your responsibility to come to class prepared, even after absence. This means it is your responsibility to find out what was assigned or announced during your absence before you return to class. It is your responsibility to go to the instructor’s office during his office hours to request any materials that were given in class during your absence. You will fail if you don’t fulfill these responsibilities. Arriving late to class is distracting and disruptive. There are penalties for excessive tardiness and absence. Two tardies (arrivals in class after instruction has begun) are equivalent to one absence. Leaving class before class is dismissed is as disruptive as arriving late and will incur the same penalty as tardiness. Penalties are increased for arriving in class excessively late and leaving excessively early. If you are absent the equivalent of two weeks from class by the end of the ninth week, you will be dropped from the course. After the ninth week, you will lose twenty-five points of credit for daily work for every hour of absence from class beyond the limit of two weeks. This will reflect your lack of participation in instruction when absent.

Except by pre-arrangement or unusual and verified cases of extended illness or family distress discussed with the instructor, late assignments are not accepted. Class begins promptly and work is usually collected at the very beginning of class. Students who arrive late will not be allowed to hand in work after it has been collected from the class. Late book reports will be accepted with a 15% penalty if handed in during the class hour they are due or later on the same day or with a 20% penalty if handed in one day after the day they are due. Except by pre-arrangement or unusual and verified cases of extended illness or family distress discussed with the instructor, book reports more than one day late will not be accepted. Missing one or two homework assignments because of absence will have no negative effect on your grade. You must be present for all quizzes and tests.

**DISABILITIES**

Students with physical or learning disabilities will receive reasonable accommodations for learning and evaluation. Students with such disabilities should identify themselves to the college and to the instructor as soon as possible so that reasonable accommodations can be made within the course. To be most successful, students with learning disabilities should arrange for learning accommodations in this course before instruction begins. For more information, contact the Reedley College Disabled Student Services (DSS) Program in the DSS building (ext. 3332).

**CHEATING AND PLAGIARISM**

**Cheating** is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, of failing to disclose research results completely.

**Plagiarism** is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one’s own work. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated indifferent courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and copyrights.

All incidents of cheating and plagiarism will be regarded very seriously and will result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor.

**STUDENT LEARNING OUTCOMES**

Upon completion of this course, students who have been consistently and actively engaged in this class will be able to:

1. apply semantic, syntactic, and morphological clues to understand more of the unfamiliar words they encounter in reading required for other college course.
2. understand and state the topic and central point of text and journal passages of varying lengths and levels of difficulty.
3. recognize the major details which are presented in text and journal passages to develop and support the central points.
4. distinguish between details which are more important to develop and support the central points from those which are less important in text and journal passages.
5. recognize different types of logical relationships among the details and between the details and central points in text and journal passages.
6. understand and organize central points and supporting details read in texts and journals in ways that make clear the logical relationships among them.
7. recognize and identify organizational patterns used by authors to express logical relationships and use the same organizational patterns to paraphrase and record the important information in a text or journal passage.
8. distinguish among statements of fact, personal opinion, and reasoned opinion in text and journal passages.
9. understand and state the author’s intent in a text passage and relate it to the central point.
10. recognize and state an author’s tone, attitude, or bias in a passage.
11. make inferences that are logical, reasonable, and probable and are based on accurate literal comprehension of what is read.
12. Organize and write a report on a work of fiction (short story and/or novel) that includes identification of setting, description of characters, summary of plot, and analysis of author’s purpose.
13. understand acceptable standards of behavior in a college class.
14. gain important information with confidence from reading.
15. follow acceptable standards of submission or written work in a college class.

Consistently and actively engaged students are those who attend class promptly with few or no absences. They always pay close attention in class and avoid distractions. They follow the lessons carefully and demonstrate real effort in participation in the discussion of the assigned readings. Such students show genuine interest in and respect for learning in general and the work of this class in particular. They complete assignments as required. They do not skip short assignments or fall behind in long ones. They prepare their homework carefully and honestly. They answer questions willingly and conscientiously. They ask questions when they don’t understand or are unsure. They follow oral and written instructions.

**COURSE OBJECTIVES**

In the process of completing this course, students will:

1. recognize and use new vocabulary with the aid of context clues, morphological clues, syntactic information, redundancy, and dictionary skills.
2. comprehend and discuss both literal and implied meanings in material up to twelfth grade level of difficulty.
3. analyze various writing techniques and their effects on the writing process.
4. evaluate the credibility of author’s treatments.
5. relate old knowledge to new.
6. use study skill techniques of previewing, organizing strategies, synthesizing and summarizing to report on readings.
7. vary reading strategies and rate according to the needs of the assignment or the level of difficulty of the writing.
8. discuss the relevance of the readings in terms of personal knowledge gained or attitudinal changes resulting from the readings.
9. apply these skills to short text passages, journal articles, and to independent reading of two full-length books.

**EXPECTATIONS**

College students lead complex lives and must balance many responsibilities in addition to those of school. Some of those responsibilities, such as family commitments, employment, and financial pressures, can be troublesome and may interfere with school. Most students of English 126 are unable (or unwilling) to give much attention to this class outside of scheduled class time; therefore, almost all learning that occurs in this class occurs in the classroom during the four hours the students meet with the instructor each week. For that reason, it is essential that students attend class regularly, with as few absences as possible, and it is critically important that they focus their complete and undivided attention on the instruction and course work at all times *without interruption* while they are in class.

It is the responsibility of the students as well as the instructor to make sure there are no interruptions of attention and concentration to interfere with the direct instruction, participation, and assigned work appropriate to class meetings. Students must not engage in any behavior which may be distracting to their own attention and learning or that of other students. Therefore, students must not arrive late, leave early, or work on assignments for other classes or converse with other students during class time. They must not leave the classroom during class time except for urgent cause, and they must not do so frequently. Students must also refrain from any other behavior which may interrupt or distract from anyone else’s attention or concentration.

Cell phones and other means of electronic communication have quickly become common and accepted in our culture. While convenient, they may also be very distracting and interrupting when used in inappropriate places. **All cell phones, pagers, and other** **electronic devices must be turned off or to silent operation before class begins, and they must be stored out of sight for the entire class period**. Students are not to use these devices to check for messages during class time; doing so will result in a 50 point penalty of daily work. Any student who is responsible for an electronic interruption of class will be penalized the equivalent of one homework assignment, *i.e*., 100 points will be deducted from the daily work total. Any student who uses, checks, or refers to a cell phone, pager, or other electronic device or has any such device in sight during a quiz or examination should expect to receive a failing grade and no credit for the entire quiz or examination.

Common courtesy is expected from all students, and it is to be expected by all students. College students should not chew gum audibly or visibly, apply make-up, and attend to personal grooming or any other personal affairs in class. They should not arrange for anyone who is not a student of this class to enter this classroom without previous consent of the instructor. They should respond courteously when addressed by the instructor or other students. All students are expected to participate fully in all class activities. Unless instructed otherwise, students are to bring the required textbook and the course notebook to every class meeting. Students who come to class unprepared or without proper materials or who refuse to answer or respond when addressed will lose credit for participation. Student conduct which disrupts the learning process will lead to penalties and other disciplinary action and/or removal from the class. All students should expect to be held accountable for all of their responsibilities in this class.

**DISCLAIMER**

In preparing statements of course policies, expectations, and consequences, it is not possible to anticipate all potential circumstances that may arise in the future. When situations or problems not specifically addressed in these statements of policies and procedures do occur, they will be dealt with by the instructor in a manner consistent with the policies and procedures expressed in these statements.